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The term "600" School includes several types of schools, each of which serves to meet a different combination of special needs. The Day Schools are aimed at rehabilitation of students who have withdrawn from regular schools because of serious behavior problems. Institutional schools are attended by delinquent or emotionally disturbed students placed by court order or social agency referral. Thirteen Treatment Centers, for administrative and organizational purposes, are attached as annexes to either Institutional or Day Schools. There are two Remand Centers which serve as temporary shelter for children who have been assigned to them by courts and are waiting disposition of their cases. A final category is the Hospital School which serves preadolescent children admitted to a psychiatric hospital for observation and diagnostic evaluation.

Major recommendations for the "600" Schools, to be implemented during the 1965-66 school year, include expanding existing services for emotionally disturbed and socially maladjusted children in regular schools, strengthening the total instructional program, strengthening professional competence of school personnel, accelerating Day School Programs, and establishing an Advisory Coordinating Committee.

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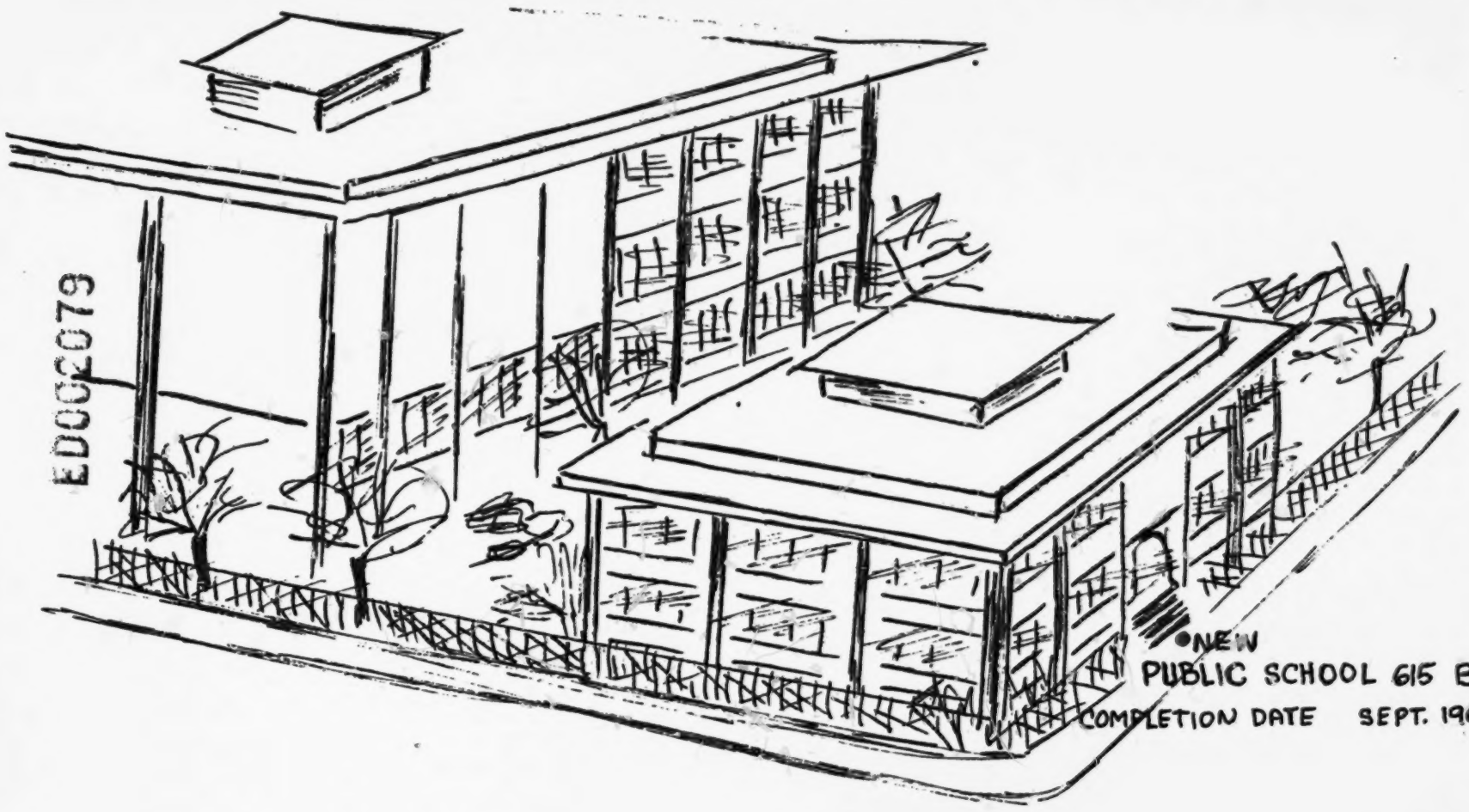

"600" SCHOOLS

Yesterday, Today and Tomorrow

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Committee Study
June 1964
to
February 1965

Office of Education-EEOP
Research and Materials Branch

A REPORT to the Superintendent of Schools
Board of Education of New York City

Bennett O. Stalvey

COMMITTEE ON THE "600" SCHOOLS

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Deputy Superintendent of Schools
Chairman

JEANETTE BRAGIN
Administrative Director
Executive Secretary

BERNARD E. DONOVAN
Executive Deputy Superintendent of Schools

JOSEPH O. LORETAN
Deputy Superintendent
Curriculum and Research

MARGARET DOUGLAS
Assistant Superintendent
Districts 43 and 44

MARY MEADE
Assistant Superintendent
High School Division

FREDERICK HILL
Deputy Superintendent
Business Administration

CARMELLA NESI
Assistant Superintendent
Districts 23 and 24

CONSULTANTS

Adrian Blumenfeld
William H. Bristow
Albert Budnick
Pearl H. Berkowitz
Arthur Clinton
William P. Dorney
George Forlano
Jules L. Haut
Joseph Justman
Blanche Kasindorf
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Florence Myers
Abraham Sales
Jacob H. Shack
David Shapiro
Daisy Shaw
Charlotte S. Stanton
Constance Tweedy
Shelley Umans
Abraham Wilner
J. Wayne Wrightstone

Brooklyn Federation of Parents and Teachers Association
Citizens Committee for Children of New York City
Council of Supervisory Associations
Friends of the "600" Schools
New York State Congress of Parents and Teachers
Policy Consultation Council
"600" Schools Supervisors Association
United Federation of Teachers
United Parents Associations of New York City

EDITORIAL COMMITTEE

JOHN B. KING,	Deputy Superintendent
CARMELLA NESI,	Assistant Superintendent
JEANETTE BRAGIN,	Administrative Director
LEO YAMIN,	Assistant to Principal

SYLVIA BENALTABEF, Typing of Manuscript

ANNE PICCINI, Cover

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Research and Materials Branch

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PART I

INTRODUCTION

At a time when our nation is taking a critical look at whether or not it has been carrying out its responsibilities for the education of all its children, one of the problems which is commanding special attention in New York City is what to do for children who obviously cannot be successfully and effectively educated in a regular school. The movement to help atypical children has progressed on an uneven front. Special programs have been developed for the physically handicapped, the mentally retarded, the emotionally disturbed and the socially maladjusted. New York City has led the nation for many years in developing and improving a wide variety of resources and services to meet the special and urgent needs of all kinds of handicapped children. This report represents a review of what has been done and what still needs to be done to educate one of these groups of severely handicapped children, those who are emotionally disturbed, emotionally handicapped or socially maladjusted. In most communities, there is such a small number of these children that it is not possible to set up special schools for them, and their problems must be handled either in a special class situation in regular school buildings, or in an institutional environment. In New York City, even though the percentage of such children may be no greater than it is in other cities, the actual number involved is so large as to require the organization of schools and school units specifically designed to meet the special and urgent needs of these children.

Almost twenty years ago, in May 1946, the Board of Education of New York City initiated a program establishing separate schools to be known as "600" Schools for the education of children so severely emotionally disturbed or socially maladjusted as to make continuance in a regular school hazardous to their own safety and welfare and to the safety and welfare of the other pupils. These children were characterized as defiant, disruptive, disrespectful and hostile to all authority. The underlying philosophy of the schools embodied the idea that the "600" Schools were to provide

a therapeutic educational program, non-punitive in approach, in which the anti-social, hostile, disruptive behavior would be molded and redirected through positive, constructive approaches toward more wholesome, socially useful and socially acceptable patterns of conduct. Such schools were envisioned as rehabilitative centers where through the joint efforts of clinical, guidance and educational teams, these deviant children would receive new opportunities to participate in carefully planned activities and experiences that would lead to the kind of self-realization and achievements and insights necessary for one to become a personally and socially competent, productive citizen of our American democracy.

Through the years, additional schools have been added in response to the need for special facilities for the education of the increasing number of emotionally disturbed, socially maladjusted children. The number of "600" Schools has doubled in the past decade and now approximately 5000 boys and girls, ages 5 to 21, are in daily attendance in forty-four "600" School facilities. About 2000 of these pupils attend fifteen day "600" Schools, to which children have been assigned from regular schools, while the others receive instruction in classes conducted by the Board of Education in institutions, remand centers, residential treatment centers and hospitals to which they have been committed by the courts and other agencies.

There have been numerous evaluations of the "600" Day Schools both by staff and outside agencies. These include the following major studies and reports:

1. A comprehensive study by The Association of Assistant Superintendents - <u>The Assistant Superintendents Look at the "600" Schools</u> - 1953.

2. Public Education Association Report - Up-Hill Journey - <u>Lives in Danger</u> - 1954.

3. Report of the Children's Court Committee to Survey the "600" Schools - The Judge Warren Hill Report - 1956.

4. The Report of the University of the State of New York - The State Education Department - A Survey of the "600" Schools in New York City - 1957.

5. The Report of the Citizen's Committee for Children, Inc. - Children in Trouble - prepared by Prof. Alfred Kahn, Columbia School of Social Work - 1957.

6. Report of the Mayor's Committee on Juvenile Delinquency - The MacIver Report - 1958.

7. Report of the State Education Commissioner's Advisory Committee on Human Relations and Community Tensions - Desegregating the Public Schools of New York City - 1964.

A review of these studies offered a number of recommendations, many of them very costly; some were incorporated into the program of the "600" Schools, while others were postponed because of the inadequacies of the budget. More funds for additional clinical services, educational personnel and equipment have been added to the budget for the "600" Schools each year in an attempt to build upon the strengths and to correct the weaknesses pointed out in staff reports, as well as in these studies. It has been noted over and over in these studies that agencies other than the schools, while deeply concerned about the serious problems of the increasing number of these children, simply do not have the funds and facilities to carry out what many recognize and freely acknowledge to be their responsibility rather than that of the school system. Thus, far too many extreme cases for whom placement in residential treatment centers is clearly indicated are "carried" in "600" Schools for long or short periods in lieu of being "exempted from instruction" and thereby allowed to roam the streets at great hazard both to themselves and to the community. This additional burden too frequently falls upon the "600" School as the only agency that can or will assume the responsibility.

From time to time over the years, public concern for the children in the "600" Schools has expressed itself in terms of sharp criticisms, allegations which if valid, would mean that the schools are not fulfilling their obligations to the children assigned to them. Recently, it has been charged that the "600" Schools

are segregated institutions, receive youngsters without appropriate screening procedures, have no fully licensed Negro principals, are not close enough to the children's homes, do not have trained, licensed teachers, provide inadequate guidance, are guilty of corporal punishment, concentrate large numbers of "problem children" under one roof, and are housed in old and inadequate buildings. While this study was initiated for more constructive and comprehensive educational purposes long before these recent charges were leveled at the "600" Schools program, its simple, frank description of strengths and weaknesses and recommendations for improvement will be helpful to members of the general public and professional staff interested in getting at the facts and improving the lot of the children for whom the program is maintained.

In June, 1964, Dr. Calvin E. Gross, the Superintendent of Schools appointed a committee with Dr. John B. King, Deputy Superintendent in charge of Instruction, as chairman, to review current practices and problems of all the programs developed to educate socially and emotionally maladjusted children in all the "600" Schools (day, institutional and hospital) and in regular schools (e.g., Junior Guidance Classes, Career Guidance Units, Early Identification Program, etc.) Sub-committees were organized in each of the following areas:

1. The Instructional Program
2. Screening, guidance, placement and follow-up
3. Organization and Administration
4. Staffing
5. Buildings and facilities
6. Evaluation and research
7. Parents, community, interschool and agency relationships

Studies were made; schools, bureaus and agencies were visited; many persons were interviewed and reports were prepared by each of these sub-committees after

consultation with appropriate members of the staff, specialists in related fields and knowledgeable members of outside groups. The full committee reviewed the sub-committee reports, the many independent reports and surveys on this subject made since 1951, and met with and/or carefully studied briefs submitted by representatives of such independent groups as the United Parents Associations of New York City, Brooklyn Federation of Parents and Teachers Association, Inc., New York State Congress of Parents and Teachers, Inc., the Citizens Committee for Children of New York City, Inc., Friends of the "600" Schools, the United Federation of Teachers, the "600" Schools Supervisors Association and the Policy Consultation Council of the school system. The Committee also carefully studied the recommendations of the professional staff of the "600" Schools and requested detailed information provided by the Division of Child Welfare, Bureau for Socially Maladjusted Children, Bureau of Attendance, Division of Personnel, Bureau of Educational Research and Curriculum Research, Bureau of Educational and Vocational Guidance, Industrial Arts Department, Board of Examiners, Office of Business Affairs, and other units of the Board of Education.

The Committee is grateful to all those who gave it the benefit of their special information, opinions and advice, and particularly to those who so generously shared the practical and realistic wisdom that could only come from many long years of devoted service to our socially maladjusted and emotionally handicapped children.

PART II

TODAY'S "600" SCHOOLS

1. WHY "600" SCHOOLS?

It is generally recognized that the need which prompted the Board of Education in May, 1946 to adopt the resolution setting up a program of education in these special schools still persists. The establishment of the various programs in the early grades (Junior Guidance, Early Identification, Career Guidance, etc.) has not, as yet, markedly reduced the number of those children who reach the upper grades with such extremely severe social, emotional and behavioral problems that they can no longer be contained in regular schools. Both these children and hundreds of others entering our secondary schools from outside of New York City must be transferred to special schools not for punitive reasons, but to receive the special help which they so urgently need to avoid hazard to their own safety and welfare as well as that of the other pupils in the regular schools. A number of interested groups have suggested that these youngsters should be the responsibility of the Mental Health agencies of the city and state, rather than that of a Board of Education, and further that major emphasis be placed on mental health and rehabilitation rather than on education. The State Education Commissioner's Advisory Committee on Human Relations and Community Tensions specifically recommended in its report dated May 12, 1964, (p. 25): "if the child's primary problem is medical or one requiring custody, the responsibility for him should rest with an agency other than the schools."

It is true that during the school year 1963-64, almost 100 children had to be discharged from the "600" Day Schools on the recommendation of a psychiatrist and had to be either transferred or returned to a State Hospital or discharged to Home Instruction. The Committee feels, however, that many of the extreme

behavior manifestations on the part of children are not necessarily symptoms of mental illness, but rather personality distortions growing out of the many social problems and pressures to which these children are exposed. A substantial proportion of these young people can be rehabilitated with the help of other agencies if adequate clinical and educational resources are made available to the schools. The Committee believes that the "600" School despite its limitations still offers the greatest promise, if not a last hope, as an educational instrument for salvaging these young people for society. There is every indication that as social dislocations are corrected, as home and family situations are improved and as more special facilities are developed in the regular schools, the number of children referred for placement in "600" Schools will decrease. However, in a city as large as New York, with its ever-recurring population changes, there will undoubtedly always be many children who, while not requiring 24 hour a day custody, can be better educated in a special environment. The "600" School has been developed to meet this specific <u>educational</u> need, and this inquiry was directed towards determining the extent to which it is actually helping to meet that need.

2. WHO ARE THE "600" SCHOOL PUPILS?

It is important to bear in mind that we are discussing an educational program for a very small percentage of the total pupil population in our schools. The total register in the "600" Schools in May, 1964 was as follows: 2045 in the Day Schools; 616 in Remand Centers and their annexes and 1872 in institutions, treatment centers and hospitals. The 2045 on register in the day schools represents less than one half of one percent of the children in our public schools. Small as this group may be, and costly as the educational program is for them, the Committee feels that until a better way for helping

these children is found, the special program is justified. The Committee is in full agreement that the "600" Schools have been functioning under severe handicaps, some of which will be discussed later in this report. However, in spite of the limitations which these handicaps have caused, the schools have made a definite contribution towards the rehabilitation of a sizeable number of children referred to them. To this contribution must be added the great gains in more effective education made for the large number of other children by removing seriously disruptive, hostile pupils and providing relief from time-consuming teaching-learning problems.

A serious criticism has been made that, in these times, when so much dedicated effort by citizens and educators is put forth in an attempt to reduce so-called "de facto segregated" schools, the "600" Schools are ethnically unbalanced with a preponderance of the students being Negro and Puerto Rican. This by-product of the social and economic dislocations which prevail in large cities of our country, cannot be corrected by denying to those children, who need them most, the special clinical and educational services provided in the "600" Schools. The type of hostility towards society which manifests itself in a pattern of severe overt misbehavior, has basically been characteristic over the years of some children from all the minority groups who have been forced to live in slums and ghettos no matter what their ethnic or racial background. This is a situation in which the schools are trying to help those very children who are suffering most from the social evils arising from segregation and discrimination.

There is great need for clarification in the minds of the public of the varied types of behavior disabilities which are treated in schools with a "600" label. The children who are educated in the 15 Day Schools differ substantially from those who are in attendance at remand centers, institutional annexes of the day schools, institutional schools, treatment centers and hospitals. In all

but the "600" Day Schools, the educational program is one part of an over-all therapeutic approach in which the Board of Education shares responsibility with other agencies private and public, for the placement, care and education of these children. It is in the "600" Day Schools that the Board of Education has assumed the full responsibility for the placement, education and rehabilitation of the pupils.

In some cases the day "600" Schools even attempt to help some children who might better be handled in an institutional environment, because, regrettably, there are not enough institutional schools. Significantly, the cost of maintaining a child in an institution varies from $4000 - $6000 a year, while in a day "600" School the educational cost is approximately $1900 a year.

It is important to note that pupil mobility is extremely high in these schools. Generally less than one-third of the children enrolled at the beginning of the school year are still in the same school at the end of that year.

3. WHAT ARE THE "600" SCHOOLS?

There is a need to clarify the function and activities of the "600" Schools in order to fully understand the Committee recommendations which follow. A description of the "600" Schools as they function today, will serve to place in focus and provide a realistic perspective to its recommendations for strengthening the educational programs for socially maladjusted and emotionally disturbed children. The following FACTS will -

..... help to sharpen the picture of the "600" Schools for a more valid concept of their aims and programs than generally exists among the public

..... point up the difficulties under which these schools are functioning

..... illustrate the definite contributions these schools are making towards the rehabilitation of a sizeable number of children referred to them

..... indicate the great gains in more effective education for the vast majority of children in regular schools as a result of the transfer of disruptive and time-consuming special problems to "600" Schools where they can be more adequately resolved

THEIR PURPOSE

The "600" Schools are designed to educate emotionally disturbed and socially maladjusted children who are recommended for special programs because they are unable to profit from instruction in a normal school setting, where they make it extremely difficult for other children to receive unimpeded instruction and where they present a hazard to their own safety and welfare as well as to other pupils.

THEIR GOALS

The "600" Schools strive to bring about the rehabilitation of these children by providing for each one the opportunity to continue his education while he is being helped to adjust to the unique requirements of his educational, social and personal life. More specifically the schools work:

..... to provide a therapeutic environment, within which the inter-personal relationships between pupils and school personnel is designed to lead to wholesome personal and social adjustment

..... to provide an educational environment in which, under the guidance of understanding teachers, the child can participate in educational activities which will produce the

learnings which he needs, either for continued education in a regular school situation, or for a vocation for which he can be adequately prepared

..... to guide and motivate the child, through self-knowledge and self-realization, to modify his behavior, to provide him with the help needed to compensate for the inadequacies of his environment, and to broaden his educational and social horizons

THE TYPES OF "600" SCHOOLS

The term "600" School includes several types of schools, each of which serves to meet a different combination of special needs of children, as follows:

THE DAY SCHOOLS

There are fifteen Day Schools -

11 for boys from grades 5 through 9

3 for boys from grades 9 through 11

1 for girls from grades 7 through 12

Students in the Day Schools have not responded to the intensive efforts of the home school to help them. They are of the acting-out type whose primary behavior disorder manifests itself in repeated disruptive and aggressive behavior, extensive in scope and serious in nature. These aggressive behavior patterns not only blocked their own learning, but, also interfered with the education and safety of other children, thus necessitating their withdrawal from the regular school.

Rehabilitation is the focus of the work of the day school. Assisted by guidance counselors, psychological and medical teams, the teaching staff, through the use of small class registers (10-14), curricula adapted to special individual needs, intensified remediation in the areas of reading and mathematics, and the development of a positive mental hygiene climate, seeks to give the students well-motivated goals.

The aim of the day school is to return as many students as possible to the main stream of education as quickly as practicable and, where necessary, to provide guidance and terminal education, whose rehabilitative value will make itself evident in preparing an adolescent for wholesome living, law-abiding citizenship and job-adjustment.

THE INSTITUTIONAL SCHOOLS

There are ten institutional schools, placed in a variety of residential settings. Some of these are maintained by the three major religious faiths, others are mandated services of other city departments, (i.e., Hospitals, Welfare, Correction, etc.)

Students from the ages of 6 to 21 are placed in these institutional settings by court order or social agency referral. The majority of these students have been adjudged delinquent or severely emotionally disturbed. A smaller group of neglected children has been assigned to remove them from disorganized family life which was proving destructive.

The school staff works closely with the institutional staff in cooperative planning. Class size is small, a maximum of individual attention is provided and remediation is emphasized to meet the child's educational needs. Some of these children are eventually transferred to the "600" Day Schools and others to regular schools.

TREATMENT CENTERS

There are 13 Treatment Centers which, for administrative and organizational purposes, have been attached as annexes either to "600" Institutional Schools or Day Schools. The educational program for the children in these Centers differs considerably from the one developed in the school to which it is attached as an annex. In general, the educational work done in these centers is designed to be an integral part of a basic research and treatment program. The Board of Education personnel serving in these schools shares in meeting the educational needs of these children through the use of techniques which fall within the clinical design.

REMAND CENTERS

There are 2 Remand Centers with 2 annexes for boys and girls from the ages of 7 to 18 years. These Centers serve as temporary shelter for children who have been assigned to them by the courts. The children remain in these schools for a short period of time, generally for not more than 40 days, while awaiting disposition of their cases by the courts. The Board of Education personnel provides for these children a continuing educational program which does not materially differ from that of the regular school in content, but is adapted to the particular needs of the individual child. It is important to note how the pupil-turnover in these remand centers distorts the picture of registration in the "600" Schools. During the year 1963-64 these 2 schools and the 2 annexes serviced 7133 children although at no time did the actual number of children on register in these schools exceed 625.

HOSPITAL SCHOOLS

There are 2 Hospital Schools which serve pre-adolescent children who have been admitted to a psychiatric hospital for observation and diagnostic evaluation. The Board of Education personnel assigned to these hospital classes provide an

educational program on an individual basis while the children are under study in the hospital. These teachers participate, also, in the development of the diagnostic picture of the children by preparing observation reports for the use of the hospital staff.

4. THE "600" DAY SCHOOLS IN OPERATION

ORGANIZATION

The general pattern for organization of "600" Day Schools, with average registers of about 170 children and class sizes ranging from 10 to 15, is as follows:

1. One Junior Principal of "600" Schools
2. One School Administrative Coordinator (Acting)
3. One School Secretary
4. One Full Time Guidance Counselor
5. Part Time (usually 2 days per week) services of a School Psychologist and Social Worker
6. Twelve homeroom teachers
7. Three Industrial Arts teachers
8. One Corrective Reading teacher
9. One O.T.P. Teacher who specializes in either health education, music, art or science

STAFFING

All of the 255 teachers who serve in the "600" Day Schools have met eligibility requirements, passed examinations and have been licensed by the Board of Examiners. Sixty-five percent of these teachers are regularly licensed, and thirty-five percent hold regular substitute teaching licenses. Teachers are assigned to the "600" Schools but have no tenure in these schools, and may be removed and returned to the regular schools if they are not found suitable for

this special type of work. In addition to holding baccalaureate degrees, a majority of teachers serving in the "600" Schools hold higher degrees or are enrolled in courses leading to these higher degrees. Persons familiar with the day-by-day operation of the "600" Schools have made presentations to the Committee, agree that a special tribute should be paid to the many dedicated teachers and supervisors, who, in the face of ever-recurring crises and uncertainty, have continued to help so many children overcome educational deficiencies, solve their personality and behavior problems, aspire to further education and prepare themselves more realistically for a worthwhile place in society. They have done much with a budget too meager to meet needs so extensive.

ADMISSION AND TRANSFERS

Inherent in the description of the work of the different types of "600" Schools is a picture of the many problems these children bring with them when they enter the "600" Schools. In the course of the year 1963-64, 15,260 children were processed in all the "600" Schools. The total register of these schools, however, never exceeded 5,000 which means that there is a great deal of movement of children in and out of "600" Schools in the course of one year. The turnover was greatest in the Remand Centers where, with an average register of about 625, the school serviced some 7,100 children. This accounts for the greatest number of the inter-school transfers among "600" Schools. Institution, Treatment Center and Hospital Schools also have a high rate of turnover. With an average register of about 1800 children, they handled approximately 4800 children in the course of one year.

The turnover was least in the "600" Day Schools which processed 3300 children with an average enrollment of about 2000 in the course of the year. Of approximately 1300 children who left the Day Schools:

325 returned to regular schools or graduated to high schools (academic and vocational)

225 were transferred to training schools

112 received employment certificates

165 were discharged as over 17 years

215 transferred to other "600" Schools

125 were exempted or transferred to state hospitals or to home instruction

90 to out-of-town addresses

35 were not found

SCREENING PROCEDURE

It is most important to note that the screening for "600" School placement is done only after all other attempts at adjustment in regular schools have failed. It is designed to be the culmination of a process of consultation and study, in which assistant superintendents, principals, parents, guidance personnel and social workers, clinical and teaching personnel are involved. The screening procedure for the selection of children recommended for placement in a "600" School has been developed to prevent the assignment of children to these schools on the basis of a quick decision by any one person or because of one incident. The screening process was established after very careful study, consultation and discussion and is thoroughly defined in Superintendent of Schools Special Circular #8, 1961-62. The screening procedure is such an important step in the total effort to serve the special needs of these pupils that the entire circular merits a careful reading by all concerned about "600" School children and is, therefore, reprinted in full below:

Special Circular No. 8, 1961-1962

BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE SUPERINTENDENT OF SCHOOLS

TO ALL SUPERINTENDENTS, PRINCIPALS,
DIRECTORS AND HEADS OF BUREAUS

September 27, 1961

Ladies and Gentlemen:

SCREENING PROCEDURES FOR "600" DAY SCHOOLS

The "600" day schools are an integral part of the New York City school system. Their major purpose involves the educational rehabilitation of children whose needs are such that they cannot be met in the normal setting of a large school, who have demonstrated over a period of time a lack of reasonable self control, and whose behavior is seriously disrupting the education of large numbers of children in the regular school. In some instances, there will be children who should not be in attendance even in a "600" school, but should be cared for in facilities for very disturbed children. There will, also, be some children who would be better placed in such facilities, but since places for them are not available, they may have to receive temporary shelter in a "600" school.

In order to serve the best interests of children for whom the "600" schools are organized, it is necessary to establish clear procedures for the placement of children in these schools. The following statement of procedures is designed as a guide to assistant superintendents, principals, "600" school personnel, guidance personnel, clinic staffs, and others concerned with the placement of children in "600" day schools.

The most desirable screening procedure for "600" day school applicants would involve a diagnostic evaluation by a clinical team of the Bureau of Child Guidance of each student seeking admission. In the absence of such evaluation, owing to limitations of clinical personnel, the following criteria for screening will be used:

1. Criteria for Admission
   - 1.1 School grade placement in grades 5 through 12 (girls 7-12).
   - 1.2 An intelligence level above that provided for by the program for Children With Retarded Mental Development and determined by a psychologist.
   - 1.3 A history of repeated disruptive and aggressive behavior, extensive in scope and serious in nature, which either endangers the safety of the pupils or others, or seriously interferes with the routine learning in the classroom.
   - 1.4 A history of truancy, if coupled with aggressive and disruptive behavior.
   - 1.5 The failure of the pupil to respond to extensive and intensive efforts by the home school to help him, and the exhaustion of the resources of that school for the adjustment and therapy of that individual pupil.

2. Steps in Referral
   - 2.1 The referral to the "600" day school will be initiated by the field superintendent, or the appropriate assistant superintendent in the High School Division, or the High School Placement Unit.
   - 2.2 Preliminary screening will be performed by the guidance coordinator or by other appropriately trained professional persons designated by the assistant superintendent.

2.3 All referrals must be approved by the field superintendent, or the appropriate assistant superintendent in the High School Division in the case of school referrals, or the assistant superintendent in charge of Guidance in the case of the High School Placement Office, and sent to the "600" school principal.

2.4 Accompanying the referral to the "600" day school should be a complete anecdotal record and all other pertinent data, i.e., copy of cumulative record cards, testing card and health record.

3. Screening at the "600" Day School Level

3.1 The "600" school principal and the guidance counselor will study the referral.

3.2 The principal and guidance counselor should interview the applicant for admission, together with his parent. Should this interview reveal a serious medical history or indicate an excessively bizarre behavior pattern, admission should be deferred until applicant can be studied by the Bureau of Child Guidance Team.

3.3 Where referrals are "calculated risk" cases, initiated by clinical teams of the Bureau of Child Guidance other than those assigned to the "600" schools, "600" school teams should be consulted before acceptance.

3.4 If there is any doubt concerning the suitability of the referral, the clinical services should be requested to help resolve the problem. Final resolution of the referral at that point should be by joint agreement of principal and clinical team. The referral, if unacceptable, should then be forwarded to the Director as described in Item 8 below.

4. Role of the Clinical Team in Screening

The time of the clinical team assigned to the "600" day school is not sufficient to permit of its participation in the screening of all referrals and should be utilized as follows to insure maximum participation by the clinical team in this continuing process:

4.1 The clinical team of the Bureau of Child Guidance, resident at the "600" Day school, should be consulted on referrals whenever there are serious medical implications of either a psychological or physical nature, i.e., orthopedic handicap, brain damage, partially sighted, etc.

4.2 Admission should be deferred when, in the judgment of the principal and guidance counselor, admission of the applicant to the school might prove hazardous to himself or other pupils. Consultation with the clinical team should be made before arriving at a decision.

4.3 The clinical team should be consulted where a severe behavior disturbance on admission is evident.

4.4 The clinical team should be consulted where there is uncertainty about the student's intellectual potential.

4.5 The team should be available to the principal for consultation on any problem that involves clinical judgment and planning for the student. In this way, the team should be helpful to the school in evaluating and interpreting findings and recommendations of outside clinics, family agencies and the like. In some instances, the team may be in the best position to perform the liaison services with outside agencies.

4.6 The extent of the team's services on screening activities will be dependent on the nature of the question to be resolved and the needs to be provided for in the individual case.

4.7 The team is also available for referrals of other students for whom the principal requests specialized clinical assistance. This will be particularly necessary in "calculated risk" cases. In some severe cases, the clinical team may have to recommend exemption. Opportunity

should be provided after consultation with the principal for the clinical team to initiate service for children who may require it, and to extend appropriate help to parents and teachers.

4.8 All cases active with Bureau of Child Guidance and recommended for placement at a "600" day school will be the continued responsibility of the Bureau of Child Guidance to the extent that further service is indicated. The clinical team at the school and the Bureau of Child Guidance unit involved in the case will decide which team should continue the responsibility.

5. Referrals Requiring Special Consideration

5.1 The determination with regard to a student rated low in intellectual status when such test results may be invalid because of cultural differences and emotional difficulties should be a matter for careful study.

5.2 Certain types of children who exhibit psychotic traits, but who may function successfully in a "600" school situation, should be studied for the feasibility of placement.

5.3 Vulnerables, truants and the easily-led should be considered for "600" school placement.

6. Role of the Guidance Coordinator in the Field Superintendent's Office and the Guidance Counselor in the "600" Day School in Assisting the Clinical Services

There is much work that can be performed to assist the clinical services in screening so that these services in great demand and short supply may be in a position to give more assistance to the school.

6.1 The guidance coordinator and guidance counselor should assist the B. C. G. team by assembling all data pertinent to a referral.

6.2 Guidance coordinator and guidance counselor should make as many of the contacts as possible with courts, clinics, hospitals and social agencies, etc., so that privileged and confidential reports and other pertinent data may be made available to the clinical team.

7. Acceptance of Referred Applicant

The "600" school principal will notify the principal of the regular school and the field superintendent upon the admission of the referred student. All records, not previously forwarded, will then be sent on to the "600" school.

8. Disposition of Referral

When a referral does not seem appropriate, the referral, together with a covering letter stating specifically the reasons for doubt, is to be sent by the "600" day school principal to the Director of the "600" schools. The Director will evaluate the available data, and if the case warrants, will discuss it with the principal of the "600" day school. If such discussion indicates a need for further consideration, the Director will refer the case to the Assistant Superintendent in the Division of Child Welfare who will arrive at some agreement with the Field Assistant Superintendent.

These screening procedures were developed by a committee consisting of the following:

Clare Baldwin	John B. King	Henry A. Mallon
Nathan Brown	Morris Krugman	Thomas F. Nevins
Arthur Clinton	Samuel M. Levenson	Joseph C. Noethen
Morris C. Finkel	Sidney I. Lipsyte	Benjamin E. Strumpf
Mary Halleron	Richard M. Lubell	Jean A. Thompson

Very truly yours,

JOHN J. THEOBALD
Superintendent of Schools

MEASURING GROWTH

Many children enter the "600" Schools with severe learning problems, and merely to continue with the educational program which had failed to meet their needs in a regular school setting, would in many cases be futile. The children are studied and tested, and specific strengths and weaknesses are noted. Most schools have developed special forms for guiding teachers in analyzing test results in order to determine specific weaknesses in the areas of reading and arithmetic. Special forms for reporting to parents have been devised. The major emphasis in these forms has been on reporting the progress made in the improvement of behavior and attendance, the development of positive attitudes, good work habits and an appropriate sense of responsibility to society.

The schools have made many efforts to supplement the record keeping on individual children. In addition to maintaining the usual record card, test card, and health card appropriate for the grade of each child, the schools have a cumulative file on each child, a file which contains anecdotal records, case histories, Bureau of Child Guidance reports and records of interviews with the child, his parents and with social agencies.

BUILDINGS AND FACILITIES

"600" Schools as a rule are housed in buildings which became available because school populations in the area had declined or because they were being replaced by newer buildings. Recently, as more money has become available for improvement of school buildings, a somewhat larger but still insufficient share of modernization funds is being used to improve the old "600" School buildings and work on several of them is now under way. In many cases the buildings are so old and obsolete that the costs involved in modernization would not be commensurate with the gains achieved, so that the present plan

in most cases is to build new schools as replacements. This takes somewhat longer than modernization of an existing building, so that some of the schools continue to be housed in very old buildings. Though the facilities within these buildings meet the minimum standards of health and safety, the files contain numerous references to their outdated condition as well as to inadequacies for an optimum teaching program. Much of the furniture, shop equipment and gymnasium facilities is old and shabby so that the general appearance of the buildings is not inviting. Where new furniture and equipment have been placed in these old buildings, they do not readily fit into the rooms available. Much has been done, but a major part of the job still remains undone.

One of the major frustrations in striving to improve the "600" School building facilities has been the almost violent opposition by community groups to the location of these schools in their respective areas. Many of these same groups have ardently supported extension of the "600" School program while at the same time urging that the school be organized elsewhere.

PART 111

TOMORROW'S GUIDANCE SCHOOLS

All reports on school visits by committee members, consultants and others, all briefs submitted and all discussions during the hearings conducted with parent, professional and community groups expressed admiration for what was being achieved by the "600" Schools despite budgetary limitations and inadequate resources for the heavy responsibilities of providing educational programs for children with so many complex, hard-core problems and unique needs. There was consistent mention of the fact that much had been done for a great many of the children referred to the "600" Schools, as well as for the vast number of children in regular schools where important educational gains had been made as a result of their being relieved of disruptive and time-consuming problems.

Although, in the course of its deliberations, the Committee was made cognizant of the urgent need for many improvements in the "600" School program, the Committee was also urged to take particular note of the following strengths so repeatedly observed:

THE "600" SCHOOLS -

HAVE a staff, at the Bureau and in the schools, which has clung tenaciously to the idea that children given a chance, no matter how severe their problems may be, can be rehabilitated.

HAVE a program of education, in which first things have been put first so that the major emphasis has been on helping children overcome inadequacies in their personal lives and in their social adjustment.

HAVE a dedicated group of teachers and supervisors who have continued serving in these schools for many years because their satisfactions come from seeing the changes they have wrought in the lives of children with whom the regular schools and frequently the homes had failed.

HAVE a remotivating program for continued education for a sizeable number of children who have reached a dead end in the regular schools.

HAVE a program which makes it possible for some of the most seriously maladjusted children to be salvaged, prepared for jobs or equipped to continue to high schools.

HAVE a program which makes it possible for many children to be returned to special classes in regular schools.

It is not enough, however, to point to the gains that have been made, commendable as they are. Of course, the good things should not be ignored as is too often the case. But, if the "600" Schools are to really become a fully productive, vital and dynamic educational resource and an integral part of our school system, and if we are to resolve the doubts and anxieties which have been raised in the minds of the public and professional staff about their operation, we must plan to greatly intensify, expand and improve the personnel and services through a comprehensive program of improvements. Such a program will require greater expenditure of time, effort and money and an increase in clinical, educational and community resources if the "600" Schools and related services are going to meet the urgent needs of the children attending them and better serve the total needs of the children of the City of New York.

To this end, the Committee presents the following major recommendations:

GENERAL RECOMMENDATIONS

1. Discontinue the designation of these schools as "600" Schools and classify them as "Guidance Schools" with a number within the system of numbering all other schools.

2. Postpone the organization of additional "600" Schools except for those now planned in the construction program until substantial progress has been made in implementing the recommendations for the improvement of buildings, organization and staffing in all existing schools.

3. Take immediate action to replace old buildings and to improve facilities in existing buildings while awaiting replacement and increased budgetary allotments for equipment and materials of instruction to create an environment suitable for remotivating these children.

4. Modify the screening program to more extensively involve psychological and psychiatric personnel in precluding the assignment to "600" Schools of those children who should be excluded from all schools and provided for by other agencies in treatment centers and residential institutions.

5. Substantially increase the number of special programs now organized in local schools to service seriously maladjusted children (Junior Guidance Classes and Early Identification Programs in elementary schools and Career Guidance Classes in junior high schools) to reduce to a minimum the number of children who will have to be placed in "600" Schools.

6. Establish a new type of class where needed in elementary and junior high schools for children less seriously maladjusted than those mentioned in item 5 above and also for suspended pupils awaiting placement in "600" Schools.

7. Substantially increase the number and types of clinical, guidance, teaching and supervisory positions allotted to these schools to meet more effectively the unique needs of these pupils.

8. Establish new procedures for licensing "600" School personnel with an appropriate salary scale and promotional opportunities to attract and retain personnel with the highly specialized personal and professional qualifications necessary for successful service in these schools.

9. Establish an advisory coordinating committee to enlist all appropriate social and government agencies in a determined and continuing effort to expand existing facilities and create new resources in school and out for the effective rehabilitation of severely emotionally disturbed and socially handicapped children.

10. Prepare special guides for teachers and supervisors on adapting and individualizing the curriculum and on developing special instructional materials for the wide range of abilities, attitudes and interests of the children in these schools.

11. Strengthen procedures and expand opportunities and facilities for moving pupils back into the educational mainstream particularly into special classes and job training programs in regular schools.

12. Give high priority to needs of these schools in obtaining financial assistance from state and federal agencies administering various existing and projected community action, anti-poverty, job-training and mental health programs.

MAJOR RECOMMENDATIONS FOR IMPLEMENTATION

DURING THE SCHOOL YEAR BEGINNING SEPTEMBER, 1965

RECOMMENDATIONS	SOME PROCEDURES SUGGESTED IN CONNECTION WITH IMPLEMENTATION OF EACH OF THESE RECOMMENDATIONS
1. Expand existing services and special classes for emotionally disturbed and socially maladjusted pupils in regular schools to make possible the retention of a maximum number of such pupils in regular schools in local areas	1. Establish 50 additional Junior Guidance classes in elementary schools and 50 additional Career Guidance classes in junior high schools. Establish Early Identification and Prevention program in 20 additional elementary schools and expand to the maximum that city, state and federal funds will allow the work-study programs and remedial, guidance and clinical programs in junior and senior high schools. Establish 60 "Special Guidance" ("citizenship") small, open register classes for less severely disturbed pupils in elementary schools and 40 such classes in junior high schools.
2. Strengthen the total educational program for emotionally disturbed and socially maladjusted pupils by placing "600" day and institutional schools under the direct supervision of the field superintendent in whose area they are located. Strengthen programs and procedures within each district to insure a closer working relationship between "600" schools and regular schools before the pupil is placed in the "600" school, while he is in the "600" school and after his return to the regular school	2. All instructional and other services made available to regular schools by district offices under the direction of the local assistant superintendent would be provided for "600" day and institutional schools located in the respective areas. The Bureaus would perform a staff service function for schools and special classes in the city and supervise only classes in institutions located outside the city limits.
3. Strengthen the professional competence and effectiveness of "600" school personnel by improving status and salaries by increasing promotional opportunities, by expanding staff, and by providing, with the help of the colleges, additional pre-service and on-the-job training programs	3. Establish regularly licensed "600" school positions for principals, assistant principals and teachers with appropriate experience and course requirements and a qualifying rather than open competitive examination. Establish special procedures for licensing teachers and supervisors currently serving satisfactorily in "600" Schools.

Establish salary schedule of principals and assistant principals in these schools equivalent to that of parallel positions in elementary schools. The salary schedule of teachers in "600" schools should be the basic salary plus 10 percent of that basic salary.

Increase positions in proportion to enrolment in each "600" day school to provide the following:

Principal, two assistant principals, two school secretaries, two guidance counselors, a 25-5-5 teaching program, maximum class size of 15 in home room classes and average of 10 in instructional classes and groups. Include in this teacher allotment specialists in music, art, industrial arts, science, health education, home economics, library. Supportive services should be allotted to include a full-time psychologist, social worker, attendance teacher and school nurse, as well as, part-time services of psychiatrist, physician and dentist. A new position should be created on a "certificated" basis for a qualified "youth worker" in each school.

4. Strengthen procedures for more effectively adapting the regular school curriculum to the very special individual interests, needs and abilities of "600" school pupils, placing as much stress on how these pupils learn as on what they learn.

4. The Office of Curriculum and Evaluation with the assistance of members of the appropriate Bureaus and school staffs will develop a Curriculum Guide to assist teachers in adapting and modifying the regular school curriculum. The regular school curriculum must furnish the basic framework because the goal must almost always be to return a maximum number of these pupils to the regular school. The Curriculum Guide will spell out more clearly for the "600" school teacher, the methods, techniques, materials and procedures to be used in working with these pupils toward objectives similar to and different from those established for pupils not handicapped by emotional disturbances and social maladjustments.

5. Provide additional clinical personnel to strengthen further the established program for screening pupils <u>into</u> and <u>out of</u> "600" schools

5. If the supportive services mentioned above in Item 2 are allotted as suggested, the otherwise very sound screening procedure established in 1961-62 can be very effectively implemented. It should also be noted that when the field superintendent supervises both the "600" school and the regular school from which the pupil is transferred and to which he is returned, the entire program of admission and placement can be more effectively coordinated and followed-up. It is also expected that the additional clinical staff in cooperation with district office personnel will be more helpful in identifying and arranging for institutional placement of pupils too severely disturbed for assignment to "600" day schools.

6. Accelerate "600" day school construction program to replace or substantially modernize all existing buildings. Pending the completion of these programs make as many temporary improvements as possible and practicable during the coming school year

(According to present plans, all existing "600" Schools will be replaced or completely modernized during the next eight years. If additional funds are made available, this construction program may be achieved in a much shorter period.)

6. Make an immediate building survey to ascertain what improvements can be made in "600" day schools where the expenditure would not be unwise because of the age of the structure and assign necessary priorities to insure action as early as possible in the new school year.

In the "600" Schools Building Program for 1965-66, the following are scheduled

<u>NEW BUILDINGS UNDER CONSTRUCTION</u>

P-615-X to be completed for October 1965, and replaces old P-615-X;

P-615-K to be completed for September 1966.

<u>BUILDINGS IN VARIOUS PLANNING STAGES</u>

P-622-M, a replacement of old P-622-M, to be under construction in 1966 and to be completed for 1968.

P-626-M, a conversion of old P-9-M, to be completed for September 1966.

P-616-K, a modernization, to be completed for September 1966.

P-624-M, a modernization, to be completed for September 1966.

7. Establish an Advisory Coordinating Committee to enlist all appropriate social, civic and government agencies in a determined, continuing effort to expand existing facilities and to create new resources <u>in</u> school and <u>out</u> for the effective rehabilitation of severely emotionally disturbed and socially maladjusted children and youth	7. This Committee should be organized and conducted by the Division of Child Welfare.

THE INSTRUCTIONAL PROGRAM

It is important to note that the purpose of a "600" School is to provide an education for children who have not succeeded in the conventional pattern provided in our regular schools. Their lack of success has manifested itself in both social and academic failure. Therefore, a curriculum for the "600" Schools must acknowledge the fact that to have merit, it must provide for successful experiences to take the place of failure experiences. It must be creative, imaginative, flexible and able to be adapted quickly to the needs and interests of the child as they are identified.

A curriculum for "600" Schools and special classes in regular schools like the organizational structure, must be carefully contrived periodically, evaluated and regularly revised. It is a "tool", a "bridge" by which the school utilizes the experiences of the students and of the social and economic life around him in a sustained effort to correct the deviant characteristics and redirect his abilities and energies toward better patterns of personal and social adjustment and higher levels of academic achievement; it is a means, not an end. For some, the immediate endeavor will be help with skills programs and academic learnings functionally related to getting and holding a job. For others, it will be preparation for further work in the regular schools. Each "600" School should have an assistant to principal who serves for a major part of his time as a curriculum developer and implementer as proposed in Committee Recommendation on Organization. He would assist the teacher in revising, creating, adapting and implementing curriculum as needed. A centralized, standard curriculum, can meet the many special individual needs of these "600" School pupils only when it is continuously, purposefully and imaginatively "custom-tailored."

Overcoming the wide range of social and academic disabilities that contribute to the pupil's emotional handicap is an ever-present objective of the "600" School

staff. However, the skillful teacher accomplishes this purpose from a more positive orientation and utilizes the most constructive and imaginative approaches available to build in each pupil a maximum degree of personal and social competence, the essential components of good citizenship.

For these pupils whose frustrations and maladjustments spring from the lack of a feeling of belongingness, of a sense of security, of a sense of adequacy, of an ability to face reality, the approach becomes as important as the curriculum goals. There are deep scars to be healed, new bridges to be built, new interests to be cultivated, new hope to be aroused and faith in self and in society to be restored. Whether in the "600" Schools or in special guidance classes in the regular school, education and personality adjustment become a single process calling for the combined artistry and skill of the teacher, the guidance counselor and the clinician.

The "600" School curriculum, which follows the basic patterns of the regular schools, is modified for each child in terms of his emotional, academic and vocational needs at any particular time. The level of instruction is accommodated to the pupil's ability and achievement level. The classroom teacher plans the remedial work, the new work, the methodology and the instructional experiences, activities and materials in terms of the needs, interests and abilities of each child.

The instructional program of the "600" Schools requires far more individualized instruction especially at the beginning than would be possible or desirable in the regular school. Inadequate staffing, because of budgetary limitations, heavy organization and administrative responsibilities, and the many hours that must be spent with parents and social agencies have made it difficult for the staff of "600" Schools to find adequate time for the strengthening of such aspects of the program as maximum adaptation of the curriculum, maximum improvement in methodology

and maximum in-service growth and development of teachers and supervisors. The Committee found that these important elements of the program have been moving forward but much too slowly and on too uneven a front to meet the urgent and manifold needs of these pupils at a time when our society cannot afford to provide anything less than the highest quality of education for its most disadvantaged and handicapped pupils.

Committee recommendations on Staffing in another section of this Report recognize these limitations and propose specific improvements. In addition, the Committee offers the following suggestions to be used as guidelines for building and continuously improving the differentiated curriculum needed for these socially and emotionally maladjusted pupils.

SUGGESTIONS FOR CURRICULUM ADAPTATION

OBJECTIVES	CONTENT	METHODOLOGY
The objectives of a curriculum, whether it be for the "atypical" or the "typical," are to help develop in each individual a respect for himself as a human being and to develop a feeling of adequacy in order to function in society. The student should develop a set of values that help him to understand his role in society and, as a result, to exercise control over his own behavior.	The content should be "interest centered" (providing an interest where none exists) with a strong emphasis on the intermingling of guidance, subject matter, and basic skills.	The methodology must provide for successful experiences to replace failure experiences. It must vary and be "tailor made" to the student and his problem. Imaginative use of everyday concrete living experiences tied in with generalizations and applications is crucial.
1. Social Improved self image Improved relation to peers Improved relation to family Improved relation to school Improved relation to society	Simplified aspects of Anthropology, Sociology, Psychology The study of the human being, what makes him "tick," and why he is important in society. Civil liberties, rights, and responsibilities (see K-12 Social Studies Proposal). Study of the courts and the law. Exploration of music and the arts as a means of emotional growth and understanding. Health Learnings: Narcotics Venereal Disease Nutrition Sex	Case Studies Dialogues (establishment of an insightful personal relationship between students and teachers or guidance counselor or staff member so that personal problems can be talked out). Socio-dramatic role playing situations. Critical incidents. Visiting "specialists."

OBJECTIVES (cont'd)	CONTENT (cont'd)	METHODOLOGY (cont'd)
II. Academic Develop a positive attitude toward learning. Mastery of basic skills. Mastery of meaningful, functional content.	Dialect speech patterns as a bridge to standard speech patterns. Development of a HIP dictionary. Subject content (math, science, social studies, English) taught through "discovery" rather than rote memory. Reading is taught through high interest-simple vocabulary materials, newspaper "ads," current magazines, job applications, and biographies. Much of the material should be teacher-made to meet changing interests and needs.	Programed instruction. 8mm loop films. Tape recordings, records. Flexible grouping (large group - small group). Critical incident (setting forth a real problem and showing its relationship to the student and the subject matter).
III. Economic Competence Occupational attitudes and learnings.	Work experience materials. Vocational orientation. Consumer Education Installment Buying Taxes Landlord - Tenant Relationship Job Requests Civil Service Examinations.	Visits of members of labor and management. Visits to industrial plants, government offices, and service agencies. Visits of "old grads." Use of the part-time work experiences of the students presently in the "600" schools.

INSTRUCTIONAL MATERIALS

The materials of instruction selected or developed should lend themselves to individualized instruction, particularly in the skills area. For some pupils they should include materials such as audio-visual aids, high interest-simple vocabulary, special reading materials, teacher-made materials, language laboratories, appropriate library facilities and materials, specially designed and adapted programmed instructional materials in arithmetic and social studies emphasizing citizenship and occupation-oriented guidance.

Developmental learnings must be made meaningful in terms of the child's immediate environment and his personal experiences in everyday living. There must also be differentiation in the curriculum in terms of the actual immediate and long-term educational goals of the child:

For those pupils who are to return to regular schools the emphasis during the last term of attendance in a "600" School, even if it has to be done on an individual tutoring basis, must be on providing the pupil with the fundamental knowledges, skills, work habits and study habits that he will need in his new school placement.

For those who will graduate to the next level - elementary to junior high school or junior high school to senior high school - time must be spent on preparing the pupil for the specific educational experiences he will have at the next school level.

For those for whom the "600" School is a terminal school, a determination must be made in consultation with parents, counselors, clinicians, shop teachers and others as to what each pupil's vocational potentials are, and his activities in school should be developed in terms of understandings, attitudes, skills, knowledges and work experiences required for a successful adjustment in his future occupational endeavor.

Special work type programs which have already been proven successful in the high school grades of the "600" Schools should be expanded at that level and also adapted to the curriculum experiences of the younger children in the middle grades.

The STEP (School to Employment) program which now exists in one "600" School should be introduced into all "600" Schools, this program to be financed by the City if additional state funds for the expansion cannot be obtained.

Each school should make special provision for working with those pupils learning English as a Second Language whose personal and academic problems have become aggravated because of language handicaps.

Those aspects of the present curriculum in group guidance which deal with vocational and educational planning must be modified so that homeroom teachers will have appropriate materials to help the children in the "600" Schools.

Demonstration projects, such as those which the Bureau for the Education of Socially Maladjusted Children is conducting in cooperation with the Bureau for Children with Retarded Mental Development and with the Division of Vocational Rehabilitation of the New York State Department of Education, should be expanded to include programs to meet the special problems of these emotionally handicapped children.

SCREENING, GUIDANCE, PLACEMENT AND FOLLOW-UP

The Committee recommends that the following special programs in regular schools be strengthened and expanded so that a maximum number of maladjusted children and borderline cases can be serviced locally. Providing this extra help as early as possible in the child's school life would in many cases prevent the steady personality deterioration that ultimately makes "600" School placement necessary. The added facilities in regular schools also make it possible to work more closely with parents and to make fuller use of community resources.

JUNIOR GUIDANCE CLASSES

The Junior Guidance Program aims to provide emotionally and socially maladjusted children with a therapeutic and rehabilitative educational program through a track of special classes in grades 2 to 6. Closed register classes have an enrollment of 12-15; open register 7-10 pupils.

Special features of the program include the assignment of three especially selected teachers for every two classes and a flexible curriculum. In addition to part-time services of a social worker and psychologist, eleven full-time counselors are assigned to cover 32 schools. In thirty other schools which have Junior Guidance classes, the counselor in the regular program offers some assistance.

With some modifications in the administration of these classes, the gains achieved warrant the Committee recommendations that -

..... such class units should be established in additional schools where needed, even if this requires special scheduling of classes to provide classrooms.

..... the full complement of necessary personnel should be assigned for supportive guidance and clinical services.

..... the same recommendations made herein for screening severe cases of emotional disturbance out of the "600" Schools should apply in the selection of children for these classes.

CAREER GUIDANCE CLASSES

The Career Guidance Project was initiated in 1957-58 by the Junior High School Division to establish an educational program for those pupils whose academic, social and emotional adjustment to the junior high schools was extremely poor and who showed every indication of becoming drop-outs.

At present there are 90 Career Guidance Classes, three classes in each of thirty schools. A full-time Career Guidance "adviser" is assigned to each school to provide guidance service to the 45 Career Guidance pupils. The class size is limited to 15 and only children who are 15 years or older and have reached the 8th grade are placed in this program. The Career Guidance adviser, who is selected by the principal, has the same qualifications as all guidance personnel.

The program for these children who have had a long series of school failure, aims to change their self-image by building on positive personality traits and re-adjusting their attitudes in relation to themselves, their peers, and their environment. Each pupil meets the Career Guidance adviser at least once each week for individual pupil guidance, group guidance and testing. In addition, the adviser does parent counseling and liaison work with outside agencies and the community.

Two full-time Job Placement supervisors in the Division find part-time jobs for some pupils so that they can earn some money while they go to school. They also find full-time employment for pupils who drop out of school, and help train the guidance advisers in each junior high school in the techniques of job canvassing and follow-up activities. In 1963-64, 97% of the Career Guidance pupils went on to the high schools. Only 3% dropped out. Of the 1,300 students who graduated

20 were admitted to specialized vocational high schools, and 111 passed screened examination courses in the vocational high schools.

The Committee recommends that -

..... these Career Guidance programs as presently organized be placed in every junior high school which has one or more 9th year classes with children who, because of attitudes, achievement and work habits, will most probably not complete a high school education.

..... a modified form of this program be placed at <u>each grade level</u> in the junior high school where the emphasis will be rehabilitation and motivation for improvement in achievement and raising the educational and vocational aspirations of the children.

..... these programs be instituted in schools which need them even if special scheduling has to be made to provide needed space.

NEW TYPE OF SPECIAL CLASS

Special classes should be established in regular elementary and junior high schools for temporary placement of potential "600" School socially maladjusted and emotionally disturbed children, where they will be exposed to the influence of a specially selected teacher and given special clinical guidance and educational help. Placement in such a class would not be permanent, but would depend on the individual progress of each child. These classes should also be used for temporary placement of suspended pupils awaiting admission to "600" Schools.

EARLY IDENTIFICATION PROGRAM

This program is functioning in selected elementary schools which receive the full-time services of a guidance teacher and the part-time services of a social worker and psychologist. This program is a most important one because it aims to identify

within the first three years of schooling, those children who show symptoms of what may become extremely disruptive behavior in the middle grades. By means of intensive work with parents and teachers, and individual interviews with the children, the guidance team works to remove conditions which may be leading the children in the direction of personality maladjustment.

The Committee recommends that -

..... a detailed description of the successful activities in identifying and rehabilitating children in these early grades be prepared.

..... this description be sent to all guidance teams in elementary schools and that, regardless of their present assignment, this identification process becomes an <u>additional</u> assignment for guidance personnel in all schools.

..... a Guidance-Clinical Team be assigned to every field assistant superintendent who supervises many schools which are neither Special Service nor More Effective Schools and which do not have Junior Guidance or Early Identification programs. This Guidance-Clinical Team will consist of a psychiatrist, social worker and psychologist to be directed by the field assistant superintendent as needed, whether for individual cases or for groups of children in schools having very little or no guidance and clinical services.

Special Circular #8, 1961-62, establishing <u>screening</u> procedures for admission to the "600" Schools now needs revision to provide for clinical personnel to play a larger role in precisely identifying the nature of extreme disabilities among these children.

The Committee recommends that -

..... a more effective procedure be developed by specialists in the field for screening out from "600" Schools those children who have an emotional pathology of a nature which cannot possibly be helped by a school program even with the extended supportive guidance services recommended.

..... a screening procedure be developed to determine whether home conditions are of such a nature that a school program cannot possibly offset the ill-effect of home neglect.

..... because the problem goes beyond the capabilities of the Board of Education, an Advisory Coordinating Committee be formed consisting of representatives of private and public agencies concerned with the welfare of children, to seek cooperatively the best solution for children whose severe emotional problems and insufficiency of appropriate treatment services and facilities prevent their placement in a school setting or treatment center. The Advisory Committee will meet regularly under the auspices of the Board of Education to discuss means of redeployment of existing treatment services and the expansion of services and treatment center facilities to provide for such children.

The coordination of the activities of this Committee will be a responsibility of the Division of Child Welfare once the Committee members have been designated by the agencies involved.

ORGANIZATION AND ADMINISTRATION

Just as in the case of any educational program, the pattern of organization and administration of the "600" Schools must be designed to achieve the purposes for which these schools were established. As the program grows and develops, as more is learned from experience with its operation, as more is learned about the needs of the children and about new and better ways of meeting those needs, and as more and more children are given this needed service, the organizational pattern must continuously change.

The Committee recommends that -

..... the Bureau for the Education of Socially Maladjusted Children should function primarily as a staff operation and should be expanded to include four assistant directors as follows:

1. Assistant Director for "600" Day Schools
2. Assistant Director for Institutional Schools
3. Assistant Director for clinical programs in special classes for emotionally disturbed and socially maladjusted pupils
4. Assistant Director for educational programs in special classes for emotionally disturbed and socially maladjusted pupils

Although these positions are planned as staff positions, the assistant directors will function almost entirely in the field as a resource to principals and field superintendents.

..... the "600" Day Schools and institutional schools within his supervisory district be placed under the direct supervision of the field assistant superintendent in the same relationship as exists now with all other schools under his supervision. This

additional assignment is to be given properly weighted consideration in any reorganization of school districts.

..... the "600" Day School organizations should be established with flexibility for grades 5 through 8 and grades 9 through 12, and should service an enrollment of approximately 250 pupils where building facilities permit.

..... the "600" Day School organization for enrollment of 250 pupils should include the following staff:

One principal

Two assistant principals - one to specialize in curriculum activities and in teacher training, and the other in organization and administration

Two educational and vocational guidance counselors

Enough homeroom teachers to serve 250 children in homeroom classes of 15 each

Enough additional teaching positions to provide a 25-5-5 program for all teachers

Two school secretaries

Enough subject specialists to allow for instructional groups of 5-10 where special abilities, needs and interests of children require a differentiated instructional program of meaningful learning experiences in smaller groups

(among the additional positions so created, there should be teachers who can do an effective job in home economics and family living, music, fine arts, industrial arts, health education, science and library)

As many school aides as the actual conditions in a school warrant

SUPPORTIVE SERVICES FOR EACH SCHOOL TO INCLUDE:

One psychologist

One social worker

One part-time psychiatrist

One attendance teacher

One nurse

Part-time services of a doctor and dentist

Provision should be made for including in the staff of each "600" School one or more "certificated" persons, who by nature, training and experience have empathy for children with severe problems, and who are familiar with the special social and environmental conditions which these children face. These persons may have had experience as qualified street social workers, as "big brothers," or in some other such capacity which would enable them to perform a somewhat similar "father-substitute" function for these children.

..... the school day for children should provide for cultural, recreational and tutorial activities up to 4:00 o'clock each day.

..... a summer program should be provided for "600" School children and should include recreational, cultural, tutorial, guidance and clinical services.

..... CLOSED REGISTER CLASSES

1. Homeroom classes of 15 should be organized on a closed register basis. Place in these classes, those children who are fairly certain to remain on the register for at least one term because of age, learning needs and attendance record.

2. Stated periods should be scheduled for children to be returned to regular schools (semi-annually for most returnees). At this time closed register classes can admit additional pupils who have been receiving orientation in special non-graded classes.
3. Carefully selected children from the non-graded orientation class and on the basis of their needs, should be placed in the closed register classes when registers in these classes drop below 10 due to unforeseeable circumstances.
4. Closed register classes, as much as possible, should be programmed as a unit to the same instructional activities with such flexibility as special needs indicate.

..... <u>OPEN REGISTER CLASSES</u>

1. Open register classes should be organized for those children who are expected to remain for a short time or who need a greatly differentiated educational program providing small group instruction in the academic subjects such as reading and mathematics and large group activities in areas such as health education and music.
2. Provision should be made for non-graded orientation classes to which children can be admitted and receive individual guidance and individualized instruction particularly in basic skills until the pupil is adequately adjusted to function with a larger class unit or until the school has determined which is the best class placement.

..... Children should be placed in schools on the basis of their particular needs and the availability of appropriate resources for meeting those needs.

..... A regularly-scheduled, periodic review of the progress and records of all the children on register should be made by a team consisting of teachers, clinical and guidance personnel for recommendations with regard to return and placement of pupils in regular schools. A list of the names of the children to be returned, with recommended class placement should be submitted to the local field assistant superintendent who will make the placement in his own district wherever possible. When such placement is not desirable or feasible, the assistant superintendent should send the recommendation for placement to the assistant superintendent of the district from which the child came originally. For some children the change may have to be gradual, so that they should be programmed to report to a near-by regular school for appropriate subjects which will facilitate the adjustment.

..... To insure the important supportive help needed during the transitional period for returnees, the Committee recommends that the following procedures be built into the organization and administration patterns of regular schools:

- special individual attention should be given to the child when he arrives
- programs, wherever possible, should be prepared in consultation with the pupil and "600" School guidance counselor
- there should be flexibility in assignment of subjects and shop programs because such flexibility often proves to be an important factor in the child's adjustment in the regular school

- regularly scheduled follow-up visits should be made by the "600" School guidance counselor to the regular school to note progress and provide help with problems which arise, to the child, teacher and other staff members
- a simple systematic, cumulative record should be kept of the successes and failures of the returnee as guidance for recommendations in connection with other placements
- a handbook should be developed to clearly define the educational program in each of the various types of "600" Schools. This should be further applied to any individual schools that do not now have such a school handbook to describe goals and objectives, special pupil needs, administrative matters, curriculum adaptation, available instructional materials, guidance and clinical services and relationships, local and other community resources,etc.

NOTE: The Committee recommendations on organization, administration and staffing are specifically directed to meeting the needs of the "600" Day Schools. Institutional and Hospital Schools carry registers or pupil loads which are determined by the type of behavior problems serviced and by available facilities. It will be necessary, therefore, to adjust the Organization, Administration and Staffing recommendations so that these schools receive comparable services which can be realistically provided.

STAFFING

If one element in the educational process could be singled out as the most crucial to its success, it would unquestionably be staffing, with the teacher as the prime factor. Certainly no one would argue that this assumption doesn't have greater validity in the case of schools serving handicapped pupils than those serving any others. Since the "600" School staff ministers to the many and complex needs of under-motivated, disoriented, highly volatile, emotionally handicapped pupils, those who undertake the job must be uniquely endowed, equipped, trained, encouraged and rewarded if they are to achieve the kinds of changes that must be wrought in the life-patterns of these pupils to make them personally and socially competent citizens.

At present, the head of each of the "600" Schools is a person who holds the appropriate license, having been appointed from a list of "Junior Principals of "600" Schools" promulgated by the Board of Examiners following examination and the completion of courses and experience requirements, or a person "acting" in that capacity not having met the qualifications for such license. Teachers in these schools are selected by interview from among licensed personnel who apply for such service. Some teachers hold regular licenses and others have substitute licenses to serve either in elementary or secondary schools. Teachers are assigned, not appointed to positions in "600" Schools and while they have tenure in the school system they do not have tenure in these schools. They may request transfer back to the regular schools or they may be asked to transfer if it develops that they are not personally or professionally equipped to serve in these schools. Although almost 35% of the teachers serving in the "600" Schools hold substitute licenses, most of them are experienced and have proven themselves well-equipped to continue as teachers in "600" Schools. Guidance counselors, social workers and psychologists are licensed personnel assigned to these schools by the Division of Child Welfare.

To insure stability in the staffing of these schools, to attract and retain the kind of personnel uniquely qualified to render the best possible service to these pupils, to strengthen the status of present qualified personnel and to encourage the development of college resources from which additional personnel for these schools can be drawn, the Committee recommends the following:

..... Formally establish new positions in accordance with Board of Education regulations as follows:

Principal of a Guidance School ("600" School)

Assistant Principal of a Guidance School ("600" School)

Teacher in a Guidance School ("600" School)

..... Arrange for qualifying examinations to be conducted for licenses for above positions for teachers and supervisors presently serving in elementary or secondary schools.

..... Establish appropriate experience and course requirements for the above positions.

..... Licensing Procedure (for first examination only) for Persons Presently Serving as Teachers and/or Supervisors in "600" Schools:

License as Principal of Guidance School should be granted to all persons currently serving as Heads of "600" Schools under regular license as Junior Principal or Junior Principal of "600" School or Assistant Principal, on the basis of passing a qualifying examination and meeting appropriate experience and course requirements.

..... License as Assistant Principal in Guidance Schools should be granted to other persons currently serving as Heads of "600" Schools under regular license as Teacher, on the basis of passing a qualifying

examination and meeting appropriate experience and course requirements.

..... <u>License as Teacher in Guidance Schools</u> should be granted to all regular or substitute teachers who have served satisfactorily for one year in a "600" School, on the basis of passing a qualifying examination and meeting appropriate experience and course requirements.

..... Ancillary certificate examinations should be conducted for the purpose of granting certificates as Teacher in Guidance Schools ("600" Schools) to all presently licensed teachers who meet appropriate course requirements

<u>NOTE</u>: A time extension for present personnel is recommended to provide opportunity to meet course requirements.

..... Establish salary schedules as follows:

<u>Principal</u>: A salary level equated with that of principal of an elementary school.

<u>Assistant Principal</u>: A salary level equated with that of assistant principal in elementary schools.

<u>Teacher</u>: A salary level equated with teacher's current <u>basic</u> salary, <u>plus</u> ten percent of that <u>basic</u> salary at the current increment step but in no instance to be less than $600.

BUILDINGS AND FACILITIES

Any program to provide buildings and facilities for emotionally handicapped and socially maladjusted pupils must be designed to further the goals and objectives of the total educational program established for these children. In proposing recommendations on buildings and facilities for the Guidance Schools ("600" Schools) the Committee is mindful of the greater financial burden imposed on the budget for these schools than for the regular schools. Nevertheless, the urgent need for appropriate facilities and equipment for the special educational program in Guidance Schools ("600" Schools) makes it necessary for city authorities to consider this as a very different kind of budgetary need, interrelated with other sociological factors, and for which additional funds must be allocated.

It should be noted that the effective operation of the "600" Schools results not only in immediate gains in the way of personal and social values, but, through the corrective and preventive programs, in great savings in future community and government costs.

The Committee recommendations in this area are as follows:

..... a survey should be made promptly to determine which existing buildings should be modernized and which replaced

..... presently needed building improvements in "600" Day Schools should be given top priority and should be provided as expeditiously as possible

..... during the time a "600" School must remain in its present building, steps should be taken to insure that emerging needs will be taken care of with the utmost dispatch

..... all new Guidance Schools ("600" Schools) should ultimately be housed in buildings especially planned to provide the unique environment, facilities and equipment needed for their exceptional program, incorporating such new features as -

- a tastefully furnished room to create an inviting environment for the reception of new entrants
- speech laboratories, suitably equipped, for individual and group teaching and testing
- facilities and equipment for recreational activities and for such wholesome activities as will promote the pupil's social adjustment
- facilities for clinical and guidance services, designed and equipped appropriately
- an auditorium for large group school and community activities
- all the standard provisions of the two NEW "600" Schools now under construction, e.g., special classrooms for science, art, music and library, various types of specialty shops, offices for school administration and for medical and welfare services, and lunchrooms to promote a good nutritional program

EVALUATION AND RESEARCH

Evaluation and research are employed as instruments for promoting the ends of an educational program through measuring the extent to which its goals and objectives are being achieved by identifying strengths and weaknesses in the teaching-learning process and by providing opportunities for finding and sharing new approaches, techniques and procedures. The use of these instruments to identify pupil-needs

and measure the impact of the clinical, guidance and instructional services on pupil-growth is vital to the success of the "600" School program. Pupil-growth must be measured in terms of both behavioral adjustment and academic achievement, both of which are essential to the development of the personal and social competence necessary for one to maintain himself in the mainstream of life in the school and on the job.

In measuring behavioral adjustment, the "600" School staffs use continuation notes and behavioral profiles. The continuation notes are running commentaries which teachers keep and which indicate changes in the pupils' social and behavioral patterns, always reflective of other phases of pupil growth. Emphasis is placed on skills, attitudes, talents and aptitudes.

The behavioral profiles are prepared about four times a year by the classroom teachers and indicate behavioral status. These profiles are studied by the principal, guidance counselor and, as necessary, by the clinical team. These profiles serve as indicators for changing classes and programs of pupils, referrals to clinical teams, return to regular schools, for family interviewing and pupil counseling.

The "600" Schools use other objective devices for pupil accounting, such as, the cumulative record card, testing health and report cards. Many of the schools maintain reading progress cards.

Clinical records of the Bureau of Child Guidance resident team are also helpful as objective records for the evaluation of pupils' behavioral growth.

Informal reports are also obtained by the "600" Day School staffs from probation officers, police officials, Housing Authority officers, after-school workers and community service agencies and organizations.

In the evaluation of individual school programs, the tendency has been to describe progress in terms of the worthwhile activities which have been developed rather than in terms of the effects of these activities on children.

Some factors which are inherent forces in predetermining the possibility of achieving the stated objectives of the "600" Schools, which do not seem to have been given adequate consideration in school reports are:

..... <u>pupil mobility</u> (generally in any school year, less than one-third of the children remain on the register of that school)

..... <u>staff competencies</u> (frequently, do not encompass all of the recognized needs of a particular school program)

..... <u>open register classes</u> (which are currently organized in all schools, in all classes, all year)

..... <u>placement in specific schools</u> (which is done according to available space. Consequently, each school serves children with a wide range of educational and social disabilities)

Recommendations for improvement in these areas are made in other sections of this Report

In the course of their years of growth, the "600" Schools have been surveyed often (see list of studies in appendix.) These recurring studies and surveys by the Bureau for Socially Maladjusted Children as well as the self-study by the individual schools have prompted some needed changes and improvements.

However, much still remains to be done in the areas of evaluation and research. Particularly needed, are more valid and reliable measurements of progress made by individual pupils in the intangible areas of personal adjustment, improvement of behavior, changed attitudes, degree of adjustment in the home, in the schools to which the pupils have returned and on the jobs some of the pupils hold.

To encourage and support continuing efforts to find new and better methods for helping the disturbed child, the Committee recommends that research and evaluation projects be undertaken to:

..... develop descriptive criteria of success for these emotionally handicapped children in regular and special schools, as well as, after leaving school for various reasons

..... develop an evaluation instrument relating to pupil-functioning and adjustment as a guide to teachers, guidance counselors and other personnel serving these children

..... design and conduct comprehensive studies of dropouts, the transfers, returnees and court referrals

..... review the intake policies to determine the relationship between objective criteria and subjective judgments

..... study effects on pupils of various special programs for the emotionally handicapped in regular schools as well as in "600" Schools

..... continue study and development of formal and informal tests and other techniques for measuring academic growth

PARENT, COMMUNITY, INTERSCHOOL AND AGENCY RELATIONSHIPS

There is incontrovertible evidence in the public and private statements of many parents, individuals, groups and agencies in the community and even professional personnel that misinformation, serious misconceptions and erroneous "notions" exist concerning the purpose, programs, staffing and pupils of the "600" Schools.

These negative impressions must be eradicated, and correct current information provided so that all interested people within and outside the school system will become fully aware of the special needs of these children and the unique services set up in special schools and regular schools to meet those needs.

The Committee suggests below some of the basic concepts that need to be clearly and repeatedly presented to the staff, to parents and to the general public so that they will have sufficient understanding of the problem and knowledge of the various related programs and services, to be able to make quality judgments, offer valid suggestions for improvement and share effectively in the effort to provide the special help so urgently needed by these children.

..... most of the problems which have brought boys and girls to the "600" Schools started many years earlier and are related to their inability to achieve academically and to establish satisfying, wholesome interpersonal relationships

..... the inability to achieve academically and to establish satisfying wholesome interpersonal relationships may have been the fault of the school and/or the home and community environment. It may very well be the result of overwhelming pressures and serious inadequacies in all three

..... the assignment of children to the "600" Schools must not be viewed as a punitive measure, but rather, as a remedial one, somewhat like the case of a medical doctor's assigning a child to a hospital equipped to give the kind of needed special help and treatment that he cannot get at home or in the local community. Similarly, the "600" Schools assist children who "hurt" and who have been hurt in a social and emotional rather than in a physical way

..... unlike other agencies the school cannot and must not ever "give-up" on any child at any age regardless of his handicaps - physical, mental, social or emotional. The special help needed by emotionally handicapped children can and must be provided for some in regular schools and some in special schools through the joint efforts of all who have an interest in and concern for their welfare

..... the ethnic distribution in the "600" Schools is the obvious result of the virulent dislocations in society itself and reflects the high incidence of the damage these social ills wreak upon younger as well as older members of minority groups. We must strengthen the preventive and corrective programs in both the regular schools and "600" Schools, but we must all work together far more vigorously to root out the more basic causes of emotional handicaps which are much too frequently nothing more than symptomatic manifestations of fundamental social wrongs.

To achieve the necessary understanding and support within and outside the school system, the Committee recommends the initiation, maintenance and/or expansion of the following procedures and activities:

..... <u>BY THE FIELD ASSISTANT SUPERINTENDENT</u>

- establish special classes in regular elementary and junior high schools for temporary placement of potential "600" School socially maladjusted and emotionally disturbed children, where they will be exposed to the influence of a specially selected teacher and given special clinical, guidance and educational help. Placement in such a class would not be permanent, but would depend on the individual progress of

each child. These classes should also be used for temporary placement of suspended pupils awaiting admission to "600" Schools.

- ease the child's transition to either the "600" School or his return to a regular school by meeting the child and his parent or legal guardian personally or through a representative.
- keep on file for ready reference a "600" School referral form for each child recommended.
- use the services of the field superintendent's staff to enrich the program of the "600" Schools.
- include the "600" Schools in all district activities, such as the Parents Associations Presidents' Council, dance festivals, fashion shows, camera clubs, field days, orchestras, glee clubs, etc.
- reassure the child and parents at the field superintendent's hearings that the child can surely return to a regular school if he accepts the help which he will find in the "600" Schools. Offer concrete evidence of the actual number of returnees. Exhibit "600" School graduation programs and other appropriate materials describing the activities.
- hold one or more field superintendent's conference in a "600" School each year.
- hold one or more meetings of the Local School Board in a "600" School each year.

..... <u>BY THE GUIDANCE SCHOOL ("600" SCHOOL) STAFF</u>

- make every possible effort to keep the child in the Guidance School ("600" School) where he is making an adjustment even though he moves out of that particular school's area.

- arrange for the children to take trips with emphasis on interpersonal relationships as well as curriculum.
- initiate workshops for the parents.
- apprise the parent or legal guardian of the goals and values of the "600" School program so that he will work with the school to help the child become ready to return to a regular school.
- assist parents who have limited means to visit the "600" Schools and to participate in districts' activities by arranging for interested social agencies to help them with transportation costs.
- follow-up regularly on procedures to protect the parent's right to share confidential information regarding his child or himself with authorized personnel.
- be alert to opportunities for disseminating positive public information.
- in any Guidance School ("600" School) where it does not now exist, organize an effective Parent Teacher Association with action programs for improvement of the school situation or an Advisory Committee of neighborhood leaders to assume the function of a Parent Teacher Association.
- arrange periodic meetings with representatives of community groups, city agencies and school staff for joint efforts in helping the child in his social adjustment outside the school.
- arrange for regular visits to the school by members of related professions for conferences with school staff.
- invite members of interested organizations, business groups, trade unions and individuals to visit the school, supply

materials, sponsor trips, offer art and music scholarships and serve as models of responsible citizenship.

- establish rapport with local merchants to encourage them to provide gainful employment for "600" School pupils on a part-time and/or full-time basis.

..... BY THE REGULAR SCHOOL STAFF

- initiate conferences between "600" and regular school personnel to develop city-wide criteria for continuously improving the procedures and practices for receiving the returnee into the regular elementary, junior high school and senior high school.
- establish and maintain an individualized orientation program in the regular school which would serve to assist the returnee in making the transition from a "600" School to the mainstream.
- arrange for systematic and regularly scheduled follow-up consultations with Guidance School personnel on behalf of the returnees.

..... BY BUREAUS AND DIVISIONS OF THE BOARD OF EDUCATION

- assign a school-based attendance teacher to each "600" School where the children are not in residence.
- assign as one of the duties of an attendance teacher in each field superintendent's district the responsibility for the district children who have been sent to "600" Schools; to work with the parents at the initiation of the placement to clarify the program of the "600" Schools; to act as liaison between the sending and receiving schools and institutions and to aid in the readjustment of the returnee.

- intensify efforts and programs to present the positive aspects of the "600" Schools to the public.
- allocate and audit funds for each Guidance School for emergency expenses including appropriate parents association activities.
- establish an Advisory Committee consisting of representatives of the Board of Education and agencies concerned with the welfare of children for extensive expansion of facilities and cooperative planning for the placement of children who are institutional and residential cases (see Committee recommendation elsewhere in Report.)

GETTING THE JOB DONE

Despite the significant progress being made, as reported in this study, the problems and needs that still exist require determined effort on a much broader scale. Because they involve a most critical segment of our society, the resolution of these urgent problems is vital to all aspects of life in our city. The active involvement of all agencies, social and civic groups and the public generally is an absolute necessity. We seek and must receive their assistance as willing, conscientious and dedicated partners in the implementation of the promising proposals and recommendations offered in this report. Through this concerted effort, and only through this concerted effort, will we be able to significantly heal the wounds inflicted by man's inhumanities to man in the slums and ghettos of our city. Meanwhile, pending the coming of a more enlightened society, we must work together to continuously strengthen the programs of our special schools and special classes in order to minimize the inevitable impact of these cruel social pressures on our children. If the interest and concern aroused recently in the community and reflected in various attacks on the schools and unfortunately even involving these

very children could be harnessed and redirected constructively with full understanding of the complex social background of the school problems, great strides could be made in meeting the joint responsibility.

The Committee concludes its study with the full knowledge that this report sets down once again the facts that must be taken into account to insure maximum educational opportunities for the socially maladjusted and emotionally disturbed children of our city. It fervently hopes that the specific, timely and practical recommendations made will be widely supported and implemented with the help of city, state and federal funds into prompt, decisive, vigorous and effective action.

APPENDIX A

FORMS AND RECORDS REVIEWED BY COMMITTEE

1. Profiles of "600" Day Schools

2. Requirements for Certificate of Assignment As Teacher in "600" Schools

3. Application for Certificate of Assignment As Teacher in "600" Schools

4. Referral Form for Pupil Placement

5. Inter - School Transfer Form

6. Intake - Discharge - Register Reports

7. Sample Forms Developed by School Staffs (to chart pupil progress in a variety of areas)

8. Digests of Studies Made of "600" Schools

APPENDIX B

REPORTS AND BRIEFS PRESENTED FOR COMMITTEE CONSIDERATION

By The

1. Association of Assistant Superintendents

   Report of the Committee on Suspended Pupils

2. Brooklyn Federation of Parents and Teachers

   On Recommendations for "600" Schools

3. Citizens Committee for Children of New York City

   On Problems Relating to "600" Schools

4. Friends of the "600" Schools

   On Recommendations for "600" Schools

5. New York State Congress of Parents and Teachers

   On Areas of Interest and Concern to Parents and Teachers in the New York District

6. Policy Consultation Council

   Report on Needs for "600" Schools - November 16, 1964

7. "600" Schools Supervisors Association of New York City

   7.1 Report of Committee on Educational Policies for "600" Institutional Schools- December 10, 1964

   7.2 Report of the "600" Day School Committee - December 8, 1964

   7.3 Recommendations of "600" Day Schools and Institutional Schools Committee

8. United Federation of Teachers

   Report on "600" Schools - December 11, 1964

9. United Parents Association

   Statement of President - November 20, 1964

APPENDIX C

OFFICIAL DOCUMENTS, DIRECTIVES, MINUTES, ETC. REVIEWED BY COMMITTEE

1. Annual Reports of "600" Schools for 1963-64

2. Curriculum Bulletin for "600" Schools - Preliminary Draft, September 1963

3. Desegregating the Public Schools of New York City -
   Report of the State Education Commissioner's Advisory Committee on Human Relations and Community Tensions, 1964

4. Junior Guidance Program
   4.1 The need for Intensification of Services - April 1964
   - including statistical summaries, new projects, instructional materials lists, etc.

5. Junior High School Division Report on Career Guidance Program

6. Manual for In-Service Television Course on "Guiding the Learning of Atypical Children" - 1964

7. Minutes of Joint Conferences of the Bureau for the Education of Socially Maladjusted Children with - Bureau of Educational and Vocational Guidance
   - Reading Specialists
   - Industrial Arts Bureau

8. New York State Education Department Bulletin: "The Training and Supervision of Teachers for Emotionally Disturbed Children" - 1964

9. Overview of the Reading Program in a "600" School

10. School Staff Conferences - Minutes, November 1964

11. School Newspapers, Magazines and Yearbooks - (samples of 1963-64 issues)

APPENDIX D

REPORTS REQUESTED BY AND PREPARED FOR COMMITTEE USE

1. Bureau of Attendance

   Statistical data on admissions, discharges, court cases, behavior and home problems, age range, truants, etc.

2. Bureau of Educational Program Research and Statistics

   2.1 Abstracts of Reports on the "600" Schools

   2.2 Report on Pupil Attendance and Transiency

3. Bureau for the Education of Socially Maladjusted Children

   3.1 Folders for each committee member containing fourteen items of pertinent data on the "600" Schools - June, 1964

   3.2 Descriptive statements on Curriculum of the Day "600" Schools, Staffing and Recruitment, Screening Procedures, Measures of Growth, Basis for Returning Pupils to Regular Schools, Follow-Up

   3.3 Assembled confidential folders of pupils on Register in "600" Day Schools

   3.4 Report on Pupil Accounting for 1963-64 - for Day, Institutional, Remand and Hospital Schools

4. Office of Business and Administration

   4.1 Computation of per capita costs for "600" Schools

   4.2 Statement of current building facilities and equipment and proposed plans for improvements

5. Reports from Individual "600" Schools on

   5.1 Waiting lists, by grades

   5.2 Referral lists, with dates and action taken

   5.3 Referral lists, with analysis of behavior patterns leading to the referrals

   5.4 Analysis of admisssions and discharges class by class for 1963-64

6. Bureau of libraries

   Report on current facilities and projected needs